DOCUMENT RESUME

ED 169 992 **JC 790 293**

TITLE	Proceedings of the Allocations Task Force Handicapped Students Services Program.
INSTITUTION	California Community Colleges, Sacramento.
PUB DATE	21 Mar 79
NOTE	13p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Ancillary Services; Community Colleges; Financial Needs; Financial Policy; *Financial Support; Government School Relationship; *Handicapped Students; *Junior Colleges; Program Development; *Resource Allocations; State Aid; Statewide Planning; Student Financial Aid
IDENTIFIERS	Assembly Bill 2670 (California); *California

ABSTRACT

Guidelines are presented which deal with three areas considered by the Allocations Task Force in establishing a Handicapped Student Services Program. The first set of guidelines focuses on developing an allocations process and formula to meet "Full Need" for the Handicapped Student Services Program. Issues considered in developing this formula include changing the funding base from appropriations to categorical and pursuing a pre-allocation rather than a reimbursement process. Principles, evaluation type elements, and fiscal/statistical elements of the formula are presented. The second set of guidelines outlines-- with regard to applying for Program Accountability and Developmental Services (PADS) funding--principles, the role of the Allocations Task Force, and a two-stage process for PADS application. Additionally, a proposed "agreement on principles" regarding auxiliary aids for disabled students in the California community colleges is presented which commits staff of both the California Department of Rehabilitation and the community colleges. The following aspects of this agreement are covered: (1) a one-year transition plan whereby the eligibility of disabled students for Department of Rehabilitation funds is determined when the community colleges cannot provide adequate services; (2) the provision of all services by the colleges after one year; and (3) joint advocacy and exchange of information. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169992

PROCEEDINGS

OF THE

ALLOCATIONS TASK FORCE

HANDICAPPED STUDENTS SERVICES PROGRAM

March 21, 1979

California Community Colleges

JC 790 293

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

California Community Colleges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AGENDA

Allocations Task Force
Handicapped Student Services Program (AB 77)

Chancellor's Office
Conference Room D
March 21, 1979

9:00 a.m.	Welcome and orientation to tasks. (Gus Guichard, Ronn Farland, Bob Howard)
9:15 a.m.	Discussion and recommendations on the suggested principles for the allocations formula and process. (Attachment No. 1)
12:00 p.m.	Lunch
1:00 p.m.	Discussion and recommendations on the suggested process for the utilization of Program Accountability and Development Funds. (Attachment No. 2)
3:00 p.m.	Discussion and recommendations concerning the proposed agreement between the Chancellor's Office and the Department of Rehabilitation. (Attachments No. 3 and No. 4)
4:30 p.m.	Adjourn

ATTACHMENT NO. 1

Proposed Guidelines for Developing
an Allocations Process and Formula for AB 2670 Funds

Because of the decision to seek legislation which would switch the Handicapped Student Services funding base f m appropriations to categorical, and because of the necessity, in a time of reduced college funding, to pursue a pre-allocation rather than a reimbursement process, it now becomes necessary to establish an appropriate and equitable allocation formula for AB 2670 funds.

In addition to implementing an allocations formula, the Board of Governors will be requested to adopt a policy of seeking funds to meet "Full Need" for the Handicapped Student Services Program. The pursuit of this policy will make the formula as equitable as funding levels will allow.

In establishing a formula, at least eight basic principles should be followed:

1. To place highest formula weight on:

   a. Numbers of students being served and
   b. Documentation of yet unmet needs in the districts;

2. To utilize as much existing data as possible;

3. To avoid perpetuation of funding inequities among districts which result from maturity and size of programs and from prior funding patterns;

4. To fund colleges/districts that previously received no AB 77 monies;

5. To establish a minimum base allocation to protect the functional viability of small or new programs;

6. To provide incentives for cost effectiveness;

7. To encourage innovation in program areas; and

8. To provide incentives for the transition of handicatpped adults into the mainstream, whether that be the college's mainstream or society's mainstream.

Keeping the aforementioned eight principles in mind, the following represent <u>possible</u> criteria by which to identify data elements for an allocations formula:

<u>Evaluation Type Elements</u>

1. Complexity of existing services or instructional curriculum that serves the special needs of the handicapped;

2. Unmet need of the district as documented by past growth patterns of the college, program, community, or as documented by various local, state, and federal agencies;

3. Unmet program need of the district as documented by existing students not receiving the proper services or instruction because of a lack of funds;

4. Documented students who have achieved transition into a mainstreamed program or living situation;

5. College/district philosophical commitment to the Handicapped Student Services Program;

6. Encourage the utilization of advisory committees.

Fiscal/Statistical Elements

1. Program size as related to total college/district enrollment;

2. Department of Rehabilitation data on numbers of currently unserved clients in the districts;

3. The relative ability of a district to contribute to the program;

4. The relative ability of a district to contribute to the program;

5. Incentives for procuring alternate funding sources;

6. Incentives for increasing college/district contributions (ADA or equivalent) to the Handicapped Student Services Program;

7. An allowance for year-to-year inflation and salary step increases;

8. Core program allocation to provide a minimum level of services for a new, small program; and

9. The application of a "maximum reduction" formula element to ease the effect of drastic negative changes in funding.

Upon development of an allocations formula, the Chancellor's Office should do simulation runs to ascertain the statewide and local impacts. At that time, any objections could be dealt with and, hopefully, mutually settled.

JOHN MILLS ATTACHMENT NO. 2

SUBJECT: Recommended procedure to apply for PADS funding.

DEFINITION: In Regulation 56026 (f) Program Accountability and Developmental Services costs are referred to as expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement the provisions of this chapter.

RECOMMENDED PRINCIPLE: The special funding made available under Section 56026 (f) (PADS) should be for those projects or innovative programs with statewide significance or impact that cannot be readily funded with AB 77 funding.

ROLE OF ALLOCATION TASK FORCE: It is recommended that the allocations tast force created to assist the Chancellor's office in developing a process for the equitable distribution of excess cost funds to community colleges should also assist in recommending:

1. State, regional and college priorities for PADS funding.
2. The amount to be set aside, from the available excess allocation, as PADS Funding. (1-5%)
3. The approximate number of dollars available for each priority area.
4. Readers to evaluate projects for funding under the various categories of PADS priorities.
5. A process and format for applying for PADS funds which would keep to a minimum the amount of time, energy and expense needed to apply for funding.

RECOMMENDATION FOR PADS APPLICATION PROCESS: The process for applying for PADS funding could involve a two stage procedure:

a. submit an abstract

b. submit a complete application if abstract is successful in review.

The application process will occur only after the abstract has been reviewed, evaluated and accepted for possible funding.

The abstract should have the following components:

* A statement of the project intent.
* A statement about what has already been achieved relating to the intent.
* A statement about what the project will do (goals).
* A statement identifying the objectives needed to reach the goals stipulated.
* A statement which specifies several of the more obvious activities needed to reach the objectives stipulated.
* A statement indicating the components fo a budget needed to implement the special project including monies for designing and writing a comprehensive special project (the second stage).
* A statement which concisely describes the evaluation process to be utilized.

#3

STATE OF CALIFORNIA—HEALTH AND WELFARE AGENCY / EDMUND G. BROWN JR., Governor

DEPARTMENT OF REHABILITATION
930 "K" STREET MALL
SACRAMENTO, CALIFORNIA 95814

445-3971

December 13, 1978

RECEIVED
JAN 8 1979
California Community Colleges

Mr. William G. Craig
Chancellor
California Community Colleges
1238 S Street
Sacramento, CA 95814

Dear Mr. Craig:

COOPERATIVE AGREEMENT REGARDING AUXILIARY AIDS FOR DISABLED STUDENTS

Attached is a proposed "agreement on principles" on auxiliary aids for disabled students in the community colleges. This proposed "agreement on principles" commits appropriate staff of both the Department of Rehabilitation and your office to hammer out the details of a transition plan.

In the proposed agreement, you acknowledge the community colleges' responsibility to budget for and provide auxiliary aids to all their disabled students. In consideration of this acknowledgment and covenant, I agree that the Department of Rehabilitation will assist the community colleges for a one-year period by providing auxiliary aids to disabled students who are eligible for such aids from the Department. I also agree that the Department will expend our best efforts to advocate for the appropriation of state or federal funds to enable community colleges to fully provide the needed auxiliary aids in the future.

I hope this proposed "agreement on principles" meets with your approval.

Sincerely,

Edward V. Roberts

EDWARD V. ROBERTS
Director

Attachment

COOPERATIVE AGREEMENT OF THE PROVISION OF AUXILIARY AIDS

between

THE CALIFORNIA COMMUNITY COLLEGES

and

THE DEPARTMENT OF REHABILITATION

WHEREAS the Chancellor of the California Community Colleges (Chancellor) and the Director of the Department of Rehabilitation (Director) wish to provide effective auxiliary aids to disabled students as mandated by federal and California law, and

WHEREAS the Chancellor acknowledges and agrees that the community colleges are mandated by Section 504 of the Rehabilitation Act and the regulations implementing that Section and Article 9.5 of the California Government Code to provide the auxiliary aids necessary to make the benefits of community college programs fully accessible to all their disabled students, and

WHEREAS the Chancellor agrees that the community colleges will included the funds necessary to provide the auxiliary aids necessary to make the benefits of the community college programs fully accessible to all their disabled students in all their budgets for the 1979-1989 fiscal year and thereafter, and

WHEREAS the Director of the Department of Rehabilitation wishes to ensure that its clients who are disabled students are not denied auxiliary aids solely as a result of the community colleges' limited financial resources, the Chancellor, on behalf of the community colleges, and the Director of the Department of Rehabilitation, on behalf of the Department of Rehabilitation (DR) agree to the following:

1. To Agree On A One-Year Transition Plan. The Chancellor and the Director will agree to a one-year plan for the joint provision of auxiliary aids to disabled persons, wherein

(a) the community colleges will refer disabled community college students to DR so that it may determine whether the student is eligible for rehabilitation services, including auxiliary aids, and

(b) the Department of Rehabilitation will further determine if it should provide auxiliary aids to community college students who already are clients of DR as of December 31, 1978, and

(c) the community colleges will provide needed auxiliary aids to all disabled students who are determined to be not eligible for auxiliary aids from DR.

2. Community Colleges Will Provide Auxiliary Aids To All Disabled Students After One-Year Plan. The Chancellor agrees that his office will ensure that the community colleges budget for and will provide needed auxiliary aids to all its disabled students, including those eligible for DR's rehabilitation services, at the termination of the one-year period specified in the above agreement for the temporary, joint provision of auxiliary aids.

3. Joint Advocacy For Appropriations. The Chancellor and the Director agree to expand their best efforts in the 1979-80 session of the Legislature and Congress to promote the appropriation of state and federal funds to enable the community colleges to shoulder their responsibility for the provision of auxiliary aids to all their disabled students.

4. Administrative Relationships And Continuing Liaison. The Chancellor and the Director agree to assign appropriate personnel to meet at least on a weekly basis, until the one-year plan is finalized and submitted to the Chancellor and the Director of DR for signature.

5. Exchange Of Information. The Chancellor, on behalf of the community colleges, and the Director, on behalf of the DR, agree to the free exchange of information to the extent permitted by the respective rules and regulations. Each party will take appropriate steps to protect confidential information so exchanged and will use the information only for the purposes specified in the one-year plan.

For the purposes of this agreement, auxiliary aids are defined as those devices and services necessary to ensure that a handicapped student will enjoy the benefits of and participate in all the programs operated by the community colleges on an equal basis with other students. Examples of auxiliary aids include, but are not limited to, those enumerated in 45 C.F.R. 88.44(d) of the federal regulations prohibiting discrimination on the basis of handicap by recipients of federal funds:

> Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

ATTACHMENT NO. 4

DRAFT
CC:lr
1/30/79

COOPERATIVE AGREEMENT ON THE PROVISION OF AUXILIARY AIDS

Between

Chancellor's Office of
THE CALIFORNIA COMMUNITY COLLEGES

and

THE DEPARTMENT OF REHABILITATION

WHEREAS, the Chancellor of the California Community Colleges (hereinafter referred to as Chancellor) and the Director of the Department of Rehabilitation (hereinafter referred to as Director) recognize that no otherwise qualified handicapped person should be denied the benefits of California Community Colleges soley by reason of his/her handicap; and

WHEREAS, the Chancellor and Director recognize that the provision of educational auxiliary aids to handicapped community college students is necessary so that those students may receive the benefits of the California Community Colleges; and

WHEREAS, the Chancellor and Director recognize that the provision of services and programs under Title 5, California Administrative Code, Sections 56002 and 56026 is also necessary so that handicapped students will not be denied the benefits of the California Community Colleges; and

WHEREAS, the Chancellor and the Director wish to ensure that no handicapped person be denied educational auxiliary aids or services and programs solely as a result of the limited financial resources of the California Community Colleges; and

WHEREAS, the Chancellor and Director wish to obtain adequate funding for the California Community Colleges to meet all the educational needs of its handicapped students;

THE CHANCELLOR AND THE DIRECTOR DO AGREE, That:

1. The Chancellor and Director will appoint representatives of each of their agencies to perform this agreement;

2. The Chancellor and Director agree to a free exchange of information to the extent authorized by federal and state statute;

3. The Chancellor and Director will work jointly through the legislative and budgetary processes for sufficient funding for auxiliary aids, services and programs for handicapped students in the California Community Colleges;

4. The Chancellor and Director will work together through the Secretary of the Health and Welfare Agency to develop and implement a plan for the provision of auxiliary aids and services and programs to handicapped community college students.

For the purposes of this agreement, auxiliary aids are defined as they are defined by the regulations implementing the Vocational Rehabilitation Act at 45 C.F.R. 84.44(d) (2). Auxiliary aids do not include individually presribed devices, readers for personal use or study, or other devices or services and programs of a personal nature. Services and programs for handicapped students are defined as those services which community colleges provide pursuant to Title 5, California Administrative Code Sections 56002 and 56026.

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 8 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES